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ABSTRACT

The ways that Wisconsin colleges, technical institutes and high schools award credit for learning acquired through work experience are described. This guide was written after a statewide study of the policies and procedures of both postsecondary and secondary schools. Data were gathered in interviews with nearly every postsecondary school in Wisconsin and a sample of 106 Wisconsin high schools. The information presented is general since policies and procedures of many institutions are summarized into an overall state picture. In each chapter a distinct element of granting credit for work experience is described. Chapter one focuses on the general approaches to granting credit. Chapter two describes the practices of secondary schools in granting credit. Chapter three covers the procedures postsecondary schools use in granting credit for school-sponsored work experiences, as well as the practice of some postsecondary schools of granting credit for a student's past work experience. Finally, Chapter four contains a catalog of postsecondary institutions which award credit for prior learning. This guide will be useful to several groups of people such as job counselors, CETA work supervisors; policymakers; program operators; program directors who design CETA work experience programs; and, state and national groups. (Author/GK)

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GRANTING CREDIT FOR WORK EXPERIENCE

A Guide to Policies and Procedures of Wisconsin Education Institutions

This publication was prepared as part of a major study conducted by the Office of Educational Research and Development, University of Wisconsin-Green Bay, under a grant (GLAD-80-965) from the Governor's Employment and Training Office to the Board of Regents of the University of Wisconsin System. This project was funded in whole by Comprehensive Employment and Training Act (CETA) funds granted by the Governor's Employment and Training Office, Cyrena Pondrom, Executive Director.

Office of Educational Research and Development
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INTRODUCTION

Granting Credit for Work Experience describes the ways that Wisconsin colleges, technical institutes and high schools presently award credit for learning acquired through work experience. A comprehensive picture of the existing policies and procedures of educational institutions was considered to be a necessary first step to achieving greater "linkage" between the Comprehensive Employment and Training Act (CETA) and the educational communities. To move toward a stronger linkage, it seems important for those officials who arrange CETA work experience programs to understand the ways that educational institutions already grant credit for work experience. What must students do to gain credit for their work experience? How is the experience supervised, evaluated--in short, recognized for credit by the institution? Can work experience ever be credited "after the fact"--that is, if the learning occurs before a student enrolls? These are a few of the questions this guidebook will answer as it attempts to provide a comprehensive description of policies for granting credit for learning and work experience among Wisconsin's high schools, technical schools, and colleges.

Increased linkage between CETA and the educational system is a goal of CETA's organizers. One way to forge greater linkage is for CETA participants to have an opportunity to gain academic credit for their work experiences under CETA thereby enhancing employability. CETA officials are most interested in seeing that those who participate in CETA programs have an opportunity to gain credit for their work experience. This interest is founded on the belief that holding a particular degree, credential or certificate makes an individual

more attractive to an employer. The relationship between holding a credential and holding a good job, while disputed from time to time, is generally thought to be a close one in our society. If possession of a credential leads to a better job in the unsubsidized job market, then it becomes desirable for CETA participants to gain credentials--degrees, certificates, diplomas and other valid indicators of an individual's learning and potential for employment success.

Both postsecondary and secondary schools grant credit for work experiences under particular circumstances. This credit can move a student closer to a degree or diploma and, presumably, closer to regular employment. CETA officials are interested in tying in to this arrangement so that the CETA program becomes more closely linked to education. Therefore, the Governor's Employment and Training Office of Madison, Wisconsin, funded a study which explored the possibilities of credit awards for CETA-funded work experience. Part of the study, conducted by the Office of Educational Research and Development at the University of Wisconsin-Green Bay, researched the current policies and practices of Wisconsin institutions in granting credit for work experience. To find out where, how, or even if CETA work experience might qualify as creditable, one would have to study the existing credit for work experience situation closely.

Granting Credit for Work Experience was written after a statewide study of the policies and procedures of both postsecondary and secondary schools. Data were gathered in interviews with nearly every postsecondary school in Wisconsin and a sample of 106 Wisconsin high schools. Information was compiled into a final report which became the basis for Granting Credit for Work Experience. In each chapter a distinct element of granting credit for work experience is described.

Chapter One focuses on the general approaches to granting credit. Chapter Two describes the practices of secondary schools in granting credit. Chapter Three covers the procedures postsecondary schools use in granting credit for school sponsored work experiences, as well as the practice of some postsecondary schools of granting credit for a student's past work experience. Finally, Chapter Four contains a catalog of postsecondary institutions which award credit for prior learning.

It is hoped this guide will be useful to several groups of people such as job coaches or counselors and CETA work supervisors or others who deal regularly with CETA participants. Questions such as these will be explored: If the work experience is past or ongoing, at which Wisconsin institutions could the CETA participant attempt to apply work experience credit? What "proof" of job-related learning likely would be required? Is it a complicated process? With knowledge about credit-granting policies and procedures, those who counsel CETA participants directly will be better equipped to assess the possibilities for work experience credit.

A second group of CETA professionals for whom this guide is written are the policymakers, program operators, and program directors who design CETA work experience programs. As these people attempt to structure a CETA program it is essential that they understand the types of work and training experiences Wisconsin's educational institutions regard as creditworthy. What do schools typically require from students or from employers in a school-run work experience program? What are other key features of a school-run work experience that make it creditable? Answers to such questions are important in setting up CETA work experiences if greater creditability is a goal.

The information presented in Granting Credit for Work Experience is necessarily rather general since policies and procedures of many institutions are summarized into an overall state picture. While personnel at an educational institution obviously understand how their own program operates, they may not know how credit is awarded at another type of institution. And few have a holistic view of Wisconsin's practices of granting credit for work experience. Thus, although educational personnel were the source for most of the information presented, they may also be an interested audience.

Finally, state and national groups may be interested in the guide. As educational policy is set or as national studies are conducted, it is usually helpful to know what current educational practice exists within the state.

CHAPTER 1

APPROACHES TO GRANTING CREDIT

Let's start with the premise that there are educational outcomes in some but not all work experiences which closely correspond with outcomes expected in schools and colleges. While on the job, a person may get a chance to practice what's been learned in a classroom. Or an employee may learn entirely new skills or acquire new knowledge. Some occupations seem to demand that work experience be a part of educational preparation. Who would want a doctor who hadn't served an internship or a mechanic who had never worked on a car? In short, many people learn at work.

On the other hand, not all work experience results in educationally equivalent outcomes. Work can be important but routine with the employee learning little but simply performing repetitive tasks. "Has this person had 10 years of experience or one year's experience ten times" is a favorite question of educators who assess students' past work experience for a possible credit award. The question points out the difficulty of awarding credit for work experience as such--because each work experience is different, shaped by the employee, the employer, and the nature of the work itself.

Educational institutions, in the business of providing an education and a credential to their students, are generally interested in work experience because they know that for many students such an experience enhances or even replaces classroom learning. But they are also wary of the danger of giving credit for the noneducative work experience--the one that won't add to the student's learning but that might compromise the credential the school awards. The problem for

many institutions, then, is how to grant credit for the truly educational work experiences while denying credit for the noneducational experiences.

One approach to the problem is not to grant credit for work experience at all. A small percentage--our estimate is 20%--of Wisconsin's high schools offer no credit for work experience. A few private colleges do not offer credit or do so in a very limited way, partly because they see the practice as outside of their present mission or resources. For a variety of reasons, some schools do not award credit for work experience of any kind and so avoid the problem of "quality control."

In the sections which follow, crediting practices will be divided into two categories--credit for school sponsored learning and credit for prior learning. However, the most important rule is that credit is awarded for learning, which may take place in the classroom or the work place or any other place. Credit is not awarded just for experience.

School Sponsored Work Experience

The traditional approach is for the school to maintain control over the work experience. The school arranges the experience with the cooperating worksite, prepares the student for the experience, evaluates and observes student performance on the job and, in general, manages the whole situation so that the experience is likely to be educational. Thus the work experience is school controlled or "sponsored." This way of granting credit through school sponsored work experiences such as internships, field experiences, cooperative or distributive education is practiced by just about all postsecondary

schools and a large majority of secondary schools in Wisconsin. A variation of the school sponsored work experience is a kind of "joint-sponsorship" in which CETA provides the work experience and the school provides a certified teacher who evaluates and oversees student workers. This type of arrangement exists at some high schools in Wisconsin.

Credit for Prior Learning

A less traditional approach to granting credit can occur when the work experience is in the student's past and therefore out of the direct control of the school. This approach involves a review of the individual applicant's past work experience to see if learning did occur on the job and whether that learning can be recognized by the particular institution. Awarding credit for prior learning is practiced by a fair number of colleges and universities, almost all technical institutes, and a few high schools in Wisconsin. Most colleges call this practice awarding credit for prior learning and at technical institutes it's called advanced standing.

Agreement to Grant Credit

The last approach to granting credit involves the school recognizing a particular work experience program as creditable. Sometimes individuals will have participated in training programs, military classes, or structured on-the-job training sponsored by agencies outside the educational mainstream, for instance, the military, private companies, or professional organizations or CETA. Thus the work experience has been "sponsored," although not by the school. Through prior informal or formal agreement a school will recognize these programs as likely to have contributed to a student's

education and so will award credit for these "program" experiences, which may have taken place on the job.

Frequently, the school is aided by a guide that suggests the credit value of a particular program. Teams of subject matter experts evaluate the educational worth of particular training programs and these evaluations are published in a "guide." The American Council on Education has suggested particular credit awards for various military work experience and classes.* Some institutions refer to this guide when evaluating an individual's prior military experience. The State of New York has produced a similar guidebook (A Guide to Educational Programs in Noncollegiate Organizations) which suggests the type and amount of postsecondary credit that New York institutions might award for training programs completed in private industry, CETA or government work within the State of New York. This approach focuses on program review rather than review of an individual's singular experience. It makes a credit award nearly automatic. At present, this approach doesn't seem to be widespread in Wisconsin, among either high schools or postsecondary schools.

Throughout Granting Credit for Work Experience the two primary ways that Wisconsin institutions grant credit for work experience--through school sponsored programs and through credit for prior learning programs--will be discussed. These programs are quite different. Each makes different demands on the student and the process used to "accredit" the work experience differs according to

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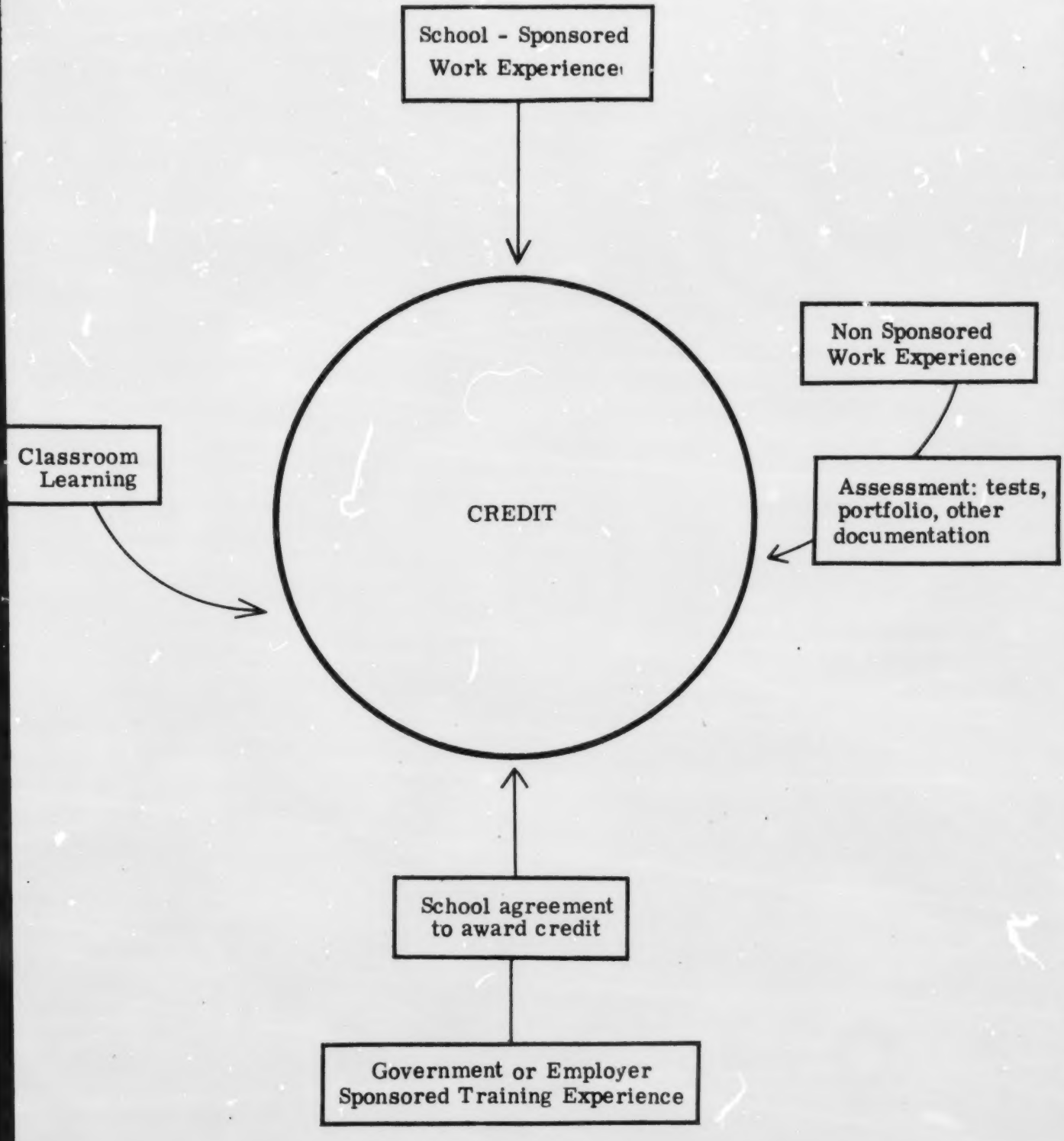
*See Guide to the Evaluation of Educational Experiences in the Armed Services, American Council on Education, One Dupont Circle, Washington, D.C.

ROUTES TO CREDIT


School - Sponsored Work Experience
Non Sponsored Work Experience
Classroom Learning
CREDIT
Assessment: tests, portfolio, other documentation
School agreement to award credit
Government or Employer Sponsored Training Experience

program. Yet each is a part of the total picture of credit for work experience in Wisconsin and so Granting Credit for Work Experience will review the ways these two programs operate among secondary schools and postsecondary schools.

CHAPTER 2

HIGH SCHOOL CREDIT FOR WORK EXPERIENCE

How extensive is the practice of granting credit for work experience among Wisconsin high schools? Do high schools ever grant credit for nonsponsored work experience? How many offer credit for work experience as part of a school sponsored program?

Questions such as these are important in considering how or if a nonschool sponsored work experience (such as CETA work experience) might generate credit toward a high school diploma. For instance, if a 50-year-old-woman with no high school diploma re-entered the work force and participated in a company training program, could she apply any of her work experience for credit toward a high school diploma? Or if a 16 year old boy worked for a summer in a CETA youth program that involved insulating inner city houses, could he get graduation credit upon returning to high school in the fall? The point of earning credit for work experience becomes increasingly important for the thousands of young people who have dropped out of high school. The policies of Wisconsin's high schools have a great impact on the possibilities for translating job related learning experiences into credit.

Statewide Study

The need for information about high school policies and procedures for awarding credit for work experience prompted a study in which personnel at 106 public and private high schools in Wisconsin were surveyed about their practices. Because the schools were chosen randomly and in such a way that various sizes and geographical

locations were represented, it is possible to generalize results to all high schools in the state.* Thus emerges a full statewide picture of the policies and procedures used by high schools to grant credit for work experience.

Why High Schools Offer Credit

High schools have a number of reasons for offering credit for work experience. Many believe that this opportunity helps some students stay in school. Some believe a work experience is good preparation for future employment and meets the needs of students, particularly those not bound for college. The National Vocational Education Act has encouraged many schools to begin a work experience program. Sometimes employers with whom students are placed need and are interested in young workers. All these factors have served as motivation for a high percentage of Wisconsin high schools to establish ways of awarding credit for work experience.

Granting credit for work experience is common but not universal among Wisconsin's high schools. More than half of Wisconsin's high schools have policies and procedures for granting credit for work experience if the work experience is part of a school sponsored and controlled program. Cooperative Education, field work experience, work study, alternative programs, the Work Experience and Career Exploration Program (WECEP) or simply "work experience" are names of school sponsored programs in which credit for work experience is awarded.

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*For more complete information, see Final Report: Academic Credit for Work Experience--Phase II, available from the Office of Educational Research and Development, University of Wisconsin-Green Bay, Green Bay, Wisconsin.

EXISTENCE OF PRACTICE OF AWARDING CREDIT FOR WORK EXPERIENCE AMONG WISCONSIN HIGH SCHOOLS

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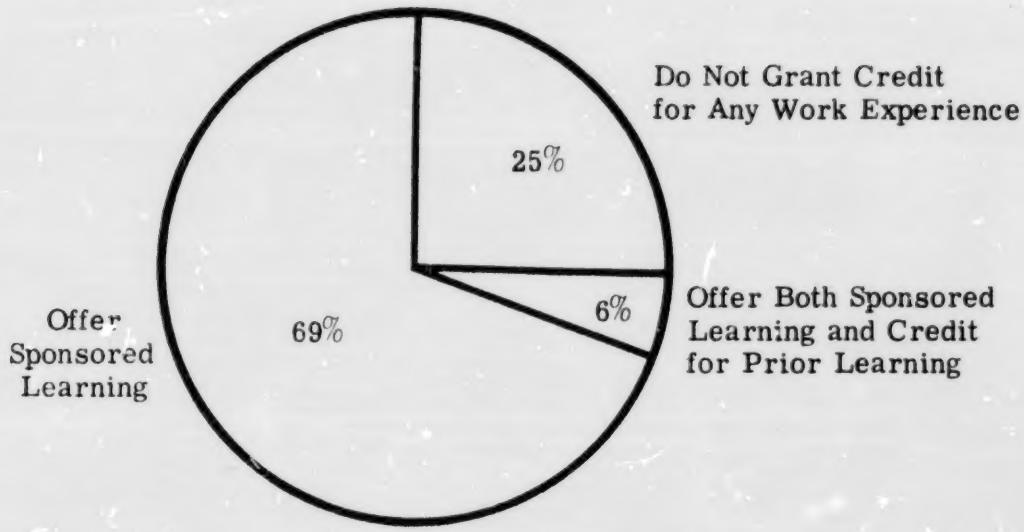


About one-quarter of Wisconsin's high schools do not offer sponsored work experience programs. Some of these high schools are located in rural areas where there is no commerical base to provide worksites for students. Other high school administrators are philosophically opposed to the idea of granting credit for work experience; they believe the focus should remain on the "basics," which are best learned in the classroom. Some high schools see no need to offer credit for work experience. Others may want to offer a program but lack staff, resources, and funds.

Almost no high schools award credit for prior learning. Personnel interviewed explained that they do not have the latitude to do so because a certified teacher must oversee work experience at public high schools that receive state funds, according to Department of Public Instruction policy. Perhaps because of the type of entry level job a high school student is likely to hold, high schools are particu-

larly sensitive to "quality control" issues: How can the school be sure the work experience was educational if it doesn't have a role in creating and monitoring the experience? High school personnel cite a myriad of other reasons for not granting credit for prior learning: the work may not be relevant to courses, problems occur with documentation, no mechanism exists for equating the work with academic work, it is unfair to students in classrooms, and the school would have to assess 75% of the seniors. Some school personnel like the idea but see the concerns of the school board, faculty, administration, and community as too difficult to coordinate.

Although granting credit for prior learning is rare, it is not unheard of at the high school level. Of 106 high schools surveyed, six occasionally grant credit for prior learning. Each of the six schools has a different reason for granting such credit. Their motivations were: to award credit for other (outside of school) educative experiences, to award credit for experiental learning which will be of value in the future, to enable returning military personnel to complete graduation credit, to further develop the curriculum, to further student development, to keep students from disadvantaged families in school, and to accommodate the Junior Achievement Program experiences. Six more schools among the 106 interviewed had plans to establish credit for prior learning. Clearly, granting credit for prior learning is not a typical practice of Wisconsin high schools.

Usual Operation of School Sponsored Programs

Among high schools, then, credit for work experience is almost always granted through a school sponsored program. The policies and procedures that govern individual programs vary somewhat. In most

high schools work experience programs are found within the business, industrial arts, home economics, and health occupations departments. However, some work experience programs are not attached to any particular curricular area. A variety of businesses and organizations provide employment for students in work experience programs.

Evaluation of the student's work performance is central to the work experience program. Generally, employers are expected to evaluate the student's work in consultation with a faculty member. A written report and/or a written or oral exam are also required in some cases.

Students, faculty members and employers have certain responsibilities in the sponsored work programs. In addition to the usual responsibilities of regular employees, students must maintain an acceptable school record. Employers need to provide the expected learning experience, maintain cooperation with the school, and evaluate the student's work. Faculty are expected to assist in finding job sites, to prepare the students for the experience, to maintain close cooperation with the employer, to observe on the job site, and to evaluate the student's work.

The Wisconsin Department of Public Instruction plays a leadership role in helping schools to establish creditable work experience programs. The Department of Public Instruction has published "Suggested Guidelines for Implementing Work Experience Programs" (Bulletin No. 9602) which describes the steps that school personnel might take to begin granting credit for work experience to selected students not presently served by other school and work release programs.

The practice of granting credit for work experience among Wisconsin

high schools is fairly extensive if the work experience is school-sponsored. Since granting credit for prior learning is rare, CETA employment and training specialists who want their CETA participants to receive high school credit for CETA work experience would probably have to arrange for the school to become at least a "joint sponsor" of the experience.

CHAPTER 3

POSTSECONDARY CREDIT FOR WORK EXPERIENCE

Like secondary schools, Wisconsin's colleges, universities, and technical institutes frequently grant credit for work experience that occurs as part of a school sponsored program. Interviews with postsecondary personnel at 35 Wisconsin colleges and all 16 technical institutes revealed that all but one college grants credit for school sponsored work experience. In addition, some of these postsecondary schools offer credit for prior learning.

Credit for School Sponsored Experience

Nearly all postsecondary institutions in Wisconsin grant credit for work experience that students complete as part of school arranged internships, field work experiences, cooperative education, clinical experiences, practicums, and other types of sponsored work experiences. Most often this work experience is arranged as part of teacher education, business, social work, health, child care, or business education programs. However, a variety of other departments may offer a sponsored work experience, depending on the institution.

Sponsored work experience programs at the postsecondary level operate much as they do among high schools. The student is placed at a worksite, where he or she works part-time for anywhere from one to eighteen months. As in high school programs, evaluation of the student's work performance is the key to what makes the work "creditable." Employers are expected to evaluate the student's work performance through consultation with a faculty member, who usually observes the student at the worksite. In college programs, the student

frequently writes a report or takes an oral or written exam.

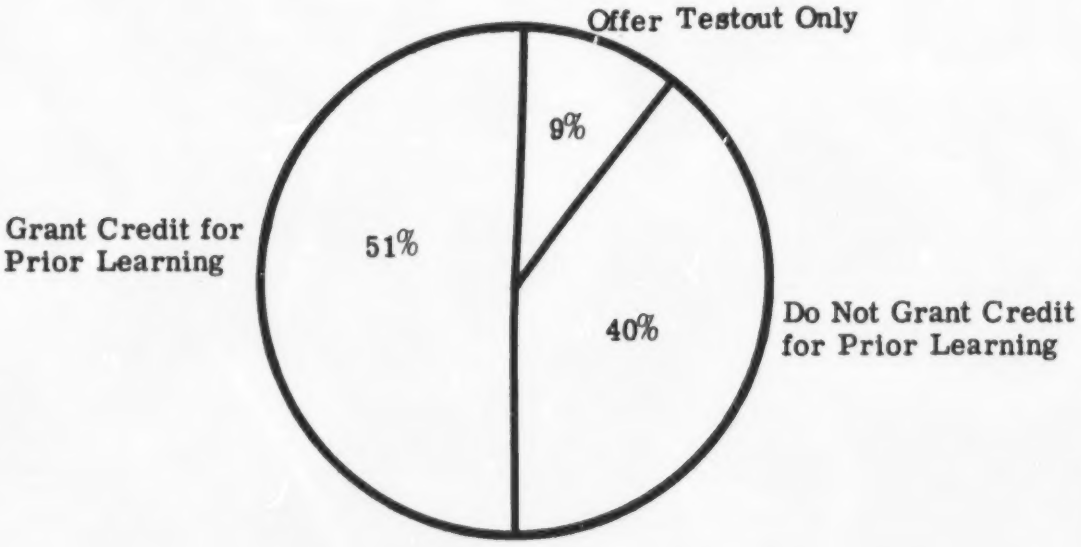
Students, faculty, and employers have a division of responsibilities similar to that in high school programs. Students have the usual responsibilities of regular employees concerning attendance and attitude on the job. Employers need to provide the expected learning experiences, maintain cooperation with the college or technical school, as well as evaluate the student's work. The faculty prepare the student for the work experience, maintain close cooperation with the employer, evaluate the student's performance and assist the student in finding a job site. Most of these sponsored work experience programs have existed for many years. They were begun to give students practical work experiences and an opportunity to apply classroom theory.

Credit for Prior Learning

The practice of granting credit for prior learning has special significance for CETA workers and others whose work experience has not been part of a school sponsored program. Not all postsecondary institutions grant credit this way. Twenty-one colleges and 15 of the 16 technical institutes grant credit for a student's prior experience if certain conditions are met. This practice is most commonly called granting "credit for prior learning" among colleges and "advanced standing" among technical institutes. At three of the 21 colleges, credit is granted only after the student passes a written test.

Credit for prior learning has been offered to serve adult students, many of whom are returning to postsecondary schools with significant work experience. The practice of awarding credit for prior learning is meant to recognize out-of-class learning and avoid duplication of learning experiences.

EXISTENCE OF PRACTICE OF GRANTING CREDIT FOR PRIOR LEARNING



Colleges / Universities
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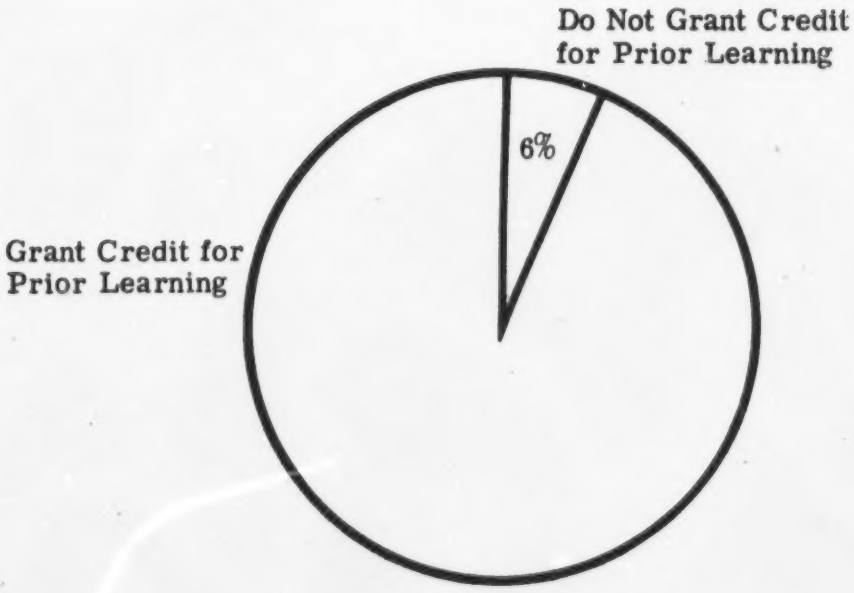

Technical Institutes
N=16

Assessment of Prior Learning

The process used to grant credit for prior learning involves assessment of the student's past work experience by personnel at the institution. At most institutions, the work experience must be verified and documented, related to the curriculum, and evidence of learning must be available. Students must generally be enrolled to have their prior experiences assessed.

At some colleges, students must develop a "portfolio," a collection of documents that show the quality of learning they have achieved during their past experiences. The portfolio is then sent to faculty for assessment and a possible credit award. A few colleges even hold special workshops to guide students in their portfolio development.

Credit for prior learning depends heavily on the student's ability to document his or her work experience. There are several ways students can prove the educational worth of their work experiences. They may provide letters from former or present employers, job descriptions, products they've created on the job, or awards, certificates, or military documents. Other ways to document learning include writing an essay, completing an oral interview or performing a task or a function, depending on the institution's policies and what's appropriate for the particular area of learning. The relationship of the student's work to the school's curriculum, the time spent, the quality of the work, and the competencies achieved all have bearing on how much or whether credit will be granted. The major emphasis is on what learning has occurred. Most generally, faculty members, or sometimes a special committee decide whether credit should be granted in each case.

Testing Out

Taking a CLEP (College Level Examination Program) test or a "challenge" exam (created by faculty) offers yet another way for students to earn credit for learning they may have acquired on a job. At several colleges, successfully passing a test is the only route to credit for prior learning. But at most colleges and technical schools that grant credit for prior learning, test-out procedures are one of several options for students who request credit for prior learning.

Creditable Work Experiences

What types of work experiences and occupations involve learning experiences that postsecondary institutions regard as worthy of credit? Personnel at colleges and technical institutes named a wide variety of work experiences that have led to credit.

For instance, business occupations have generated creditable experiences at both colleges and technical institutes. Several colleges have granted credit for accounting, office management, banking, and administrative work/learning experiences. Several technical institutes have granted credit for secretarial/clerical and sales/marketing work.

Communications occupations have generated college credit. Journalist, reporter, editor, and public relations specialist are examples of communications jobs that have led to college credit. Work in the field of fine arts has led to college credit.

Technical occupations such as law enforcement, nursing and data processing have led to credit at both colleges and technical institutes. Work in the machine trades, such as welding, drafting, auto mechanics, and machine tool work have led to credit at technical institutes.

Of course, each institution has the final decision about what experiences are creditable, just as individual faculty members decide which students in their class will pass and which won't. And no particular job title can guarantee an award; each case is assessed individually for the quality of learning that occurred.

CHAPTER 4

IMPLICATIONS/SUGGESTIONS

For Operators of CETA Adult Programs

For CETA participants who do not hold high school diplomas, little opportunity exists to apply their work experience toward a diploma. The usual route to a diploma would be successfully completing the General Educational Development (G.E.D.) Exam, probably managed through the local technical institute.

CETA participants who hold high school diplomas and want to continue their education at particular technical schools or colleges have some opportunity to apply their work experience for credit, even without a prior agreement with the postsecondary school. But receiving such credit is not easy. Although most technical schools and some colleges have the policy of granting credit for prior learning and have, in fact, granted some credit, most are not geared up to assess large numbers of students nor to help them decide whether their work experience is "creditable" nor to help them develop "portfolios" for assessment. Furthermore, institutions vary in what they require of students.

If program operators are interested in aiding selected CETA participants to apply their past work experience for credit, they should check the catalog portion of Granting Credit for Work Experience to see if any postsecondary schools in their area grant credit for prior learning. If so, they might:

1. Call or arrange a meeting with the appropriate representatives of these institutions to see what particular procedure is used there. Is there a portfolio development seminar offered, for instance? Is there a particular counselor students should see?

2. Find out if the institution has any printed material for students that explains the process of getting credit for prior learning and distribute it to interested CETA clients.

3. Arrange for a speaker from the appropriate office to address job coaches or counselors on the possibilities for credit for prior learning.

4. Arrange a meeting of interested CETA participants and a representative from the institution to explore the possibilities of getting credit.

5. Arrange a meeting of appropriate employers and technical school personnel from a particular curricular area--child care, for instance--to explore how the CETA work experience might be made "creditable." This could be done before the client begins the work experience.

For Youth Program Operators

Many high schools already have sponsored learning programs and therefore have established a precedent and a tradition for awarding credit for work experience. If program operators want a youth work experience to be creditable, they should make arrangements with the school before the start of the program and ensure that the school participates in structuring the work experience. Usually, a certified

teacher will be involved in the work experience program and school board approval will have to be obtained. The work experience becomes jointly sponsored by the school and CETA.

Youth Program Operators might examine the types of agreements that already exist throughout the state between local schools and CETA agencies.

CHAPTER 5

A CATALOG OF POSTSECONDARY SCHOOLS OFFERING CREDIT FOR PRIOR LEARNING

Other chapters of Granting Credit for Work Experience have focused on the general procedures and methods typically used to grant credit for either school sponsored work experience or nonsponsored prior learning. While this general information gives an overall view, it reveals nothing about the practices of individual institutions. Knowing which colleges or technical schools grant credit for prior learning, what proof each is likely to require, and what work experiences have been considered creditable at that institution can be useful information for those who counsel CETA participants or others about opportunities to apply past work experience for credit.

Who's Included in the Catalog?

Interviews with personnel at almost all postsecondary schools in Wisconsin during 1979-80 revealed that 36 of them award credit for a student's prior learning under the right conditions. For each of the 36,the catalog names the title of the program under which credit is awarded, the curricular areas in which the school has awarded credit, the types of job experiences for which the school has awarded credit, and the types of documentation students have presented as proof of learning. Also included is the cost to the student and the office to contact for more information.

Schools that do not offer credit for prior learning are not included in this catalog, although they may offer credit for a school sponsored work experience.

A Few Cautions

The information presented about each institution was verified by appropriate personnel at that institution. The original interview about school policy was conducted with a person suggested by the school's chancellor or chief administrator. After the interviews, each catalog entry was prepared and mailed to the institution, where it was reviewed and verified for accuracy as of July 1980. Still, there is always some possibility for error or misunderstanding. Also, a school's practices and programs can change--schools that didn't award credit for prior learning when this catalog was compiled may be doing so now.

In thinking about which experiences have generated credit at a particular school, it is important to remember that just because a school has never awarded credit for a particular experience doesn't mean a credit award wouldn't be possible. Perhaps no one has tried. The examples of credit-generating experiences that accompany each catalog entry are meant to give the "flavor" of the school's past practices rather than to limit the possibilities to a few job experiences. Yet in deciding if a credit award for a particular work experience is possible, it's helpful to know what precedents about awarding credit have been set at individual campuses.

The credit for prior learning programs contained in this catalog are in varying stages of development as far as their ability to serve numbers of students. Some programs are just beginning while others have been operating for quite some time. However, all institutions listed have a policy of assessing a student's experiental learning and thus potential for credit for prior learning acquired through work experience exists at all of these institutions.

The most important conclusion is that educational institutions in Wisconsin are already actively granting credit for selected work/learning experiences. With proper arrangement, the learning and training associated with the CETA program could result in creditable learning for the individual employee and this in turn can lead to improved employability which is the intent of the program.

THE "YELLOW PAGES"

A CATALOG OF
WISCONSIN POSTSECONDARY SCHOOLS
THAT GRANT CREDIT FOR PRIOR EXPERIENTAL LEARNING

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Alverno College
Milwaukee, Wisconsin

Title of Program: Alverno's Entrance Assessment Process

Has Granted Credit In: Professional communications, business management, nursing, natural sciences, behavioral sciences, and education

Has Granted Credit For: (OCEL) Off Campus Experiential Learning

Suitable Documentation May Include: Performance Data

Credit May Be Used To: Meet major requirements

Student Cost: Included in the tuition fee

Contact: Director of Career Development
Alverno College
Milwaukee, Wisconsin 53215

Cardinal Stritch College
Milwaukee, Wisconsin

Title of Program: Credit for Prior Learning

Has Granted Credit In: Business, communication arts, religious studies, sociology

Has Granted Credit For: Accounting, public speaking, and teaching religious education

Suitable Documentation May Include: Letter of verification, awards, certificates, military documentation, job descriptions, products, oral interview or observation on the job

Credit May Be Used To: Meet major requirements, as the equivalent to a course or as an elective

Student Cost: $50 enrollment fee and $30 per credit awarded

Contact: Office of the Advisor for Credit for Prior Learning
Cardinal Stritch College
Milwaukee, Wisconsin 53217

Carroll College
Waukesha, Wisconsin

Title of Program: Untitled

Has Granted Credit In: Psychology, math, speech, economics, political science, education

Has Granted Credit For: Peace Corps involvement, and military service school experience

Suitable Documentation May Include: Letter of verification, awards, certificates, or military documentation

Credit May Be Used To: Meet major requirements, as the equivalent to a course, as an elective

Student Cost: None

Contact: Office of the Vice President
Carroll College
Waukesha, Wisconsin 53186

Edgewood College
Madison, Wisconsin

Title of Program: Credit for Prior Learning

Has Granted Credit In: Business, English, health, art, biology, French, history, human issues, performing arts, math, music, philosophy, psychology, religious studies, and social studies

Has Granted Credit For: Public accounting and supervisory experience (e.g., coordinator of customer affairs division, food stamp outreach coordinator, director of respiratory therapy department)

Suitable Documentation May Include: Letter of verification, awards, certificates, military documentation, job descriptions, products and a portfolio

Credit May Be Used To: Meet major requirements, as the equivalent to a course, or as an elective

Student Cost: $50 for required workshop; credit is charged at 40% of tuition

Contact: Office of Director of Special Projects
Edgewood College
Madison, Wisconsin 53711

The Institute of Paper Chemistry
Appleton, Wisconsin

Title of Program: Industrial Experience Requirement

Has Granted Credit In: No specific curricular area

Has Granted Credit For: Technical assignment or project in research or manufacturing in areas related to the pulp and paper industry

Suitable Documentation May Include: A written critique of a previous industrial experience

Credit May Be Used To: Meet requirement for industrial experience

Student Cost: None

Contact: Office of the Dean of Students
The Institute of Paper Chemistry
Appleton, Wisconsin 54911

Marion College of Fond du Lac
Fond du Lac, Wisconsin

Title of Program: Credit for Prior Learning

Grants Credit In: Business and social work

Grants Credit For: Accounting, police experience, social work

Suitable Documentation May Include: Letter of verification, awards, certificates, military documentation, job descriptions or products

Credit May Be Used To: Meet major requirements, as the equivalent to a course, or as an elective

Student Cost: $25 for assessment of portfolio
$25 per credit hour granted

Contact: Office of the Academic Dean
Marian College of Fond du Lac
Fond du Lac, Wisconsin 54935

Milton College
Milton, Wisconsin

Title of Program: Off-Campus Program

Has Granted Credit In: Business, English, nursing, criminal justice, math, natural sciences, social sciences, and fine arts

Has Granted Credit For: Accounting, law enforcement, public health, nursing (certified), business department management

Suitable Documentation May Include: Awards, certificates, military documentation, job descriptions, or a student portfolio, in some cases

Credit May Be Used To: Meet major requirements and as the equivalent to a course

Student Cost: $35 evaluation fee

Contact: Office of the Registrar
Milton College
Milton, Wisconsin 53563

Milwaukee School of Engineering
Milwaukee, Wisconsin

Title of Program: Advanced standing

Has Granted Credit In: Business, architecture, mechanical and electrical departments

Has Granted Credit For: Electronics course in the military and 3 to 4 years of electronics in high school

Suitable Documentation May Include: Letter of verification, awards, certificates, military documentation, job descriptions, products, or detailed work history confirmed by the employer

Credit May Be Used To: Meet major requirements, as the equivalent to a course, or as an elective

Student Cost: $30 if exam is required, no charge if documentation is relatively easy and no exam is required

Contact: Office of the Registrar
Milwaukee School of Engineering
Milwaukee, WI 53201

Mount Mary College
Milwaukee, Wisconsin

Title of Program: Life Experience

Has Granted Credit In: Business, fine arts, behavioral science, natural science, education, journalism, and foreign language

Has Granted Credit For: Work in journalism, industrial psychology, work with the gifted, office management, and fine arts

Suitable Documentation May Include: Letter of verification, awards, certificates, military documentation, job descriptions, products, newspaper articles or portfolios

Credit May Be Used To: Meet major requirements, as the equivalent to a course, or as an elective

Student Cost: $35 for each department involved and a portion of the tuition for the credits granted

Contact: Office of the Academic Dean
Mount Mary College
Milwaukee, Wisconsin 53222

Mount Senario College
Ladysmith, Wisconsin

Title of Program: Credit for Experiential Learning

Has Granted Credit In: Program has just begun, 1979

Has Granted Credit For: Program has just begun, 1979

Suitable Documentation May Include: Letter of verification, awards, certificates, military documentation, job descriptions, or products

Credit May Be Used To: Meet major requirements and as the equivalent to a course

Student Cost: $50

Contact: Office of the Registrar
Mount Senario College
Ladysmith, Wisconsin 54848

University of Wisconsin-Green Bay
Green Bay, Wisconsin

Title of Program: Credit for Prior Learning

Has Granted Credit In: Business, health, social sciences, education, natural sciences, and all areas of the humanities

Has Granted Credit For: Marketing, business management, transportation, work in social service agencies, volunteer work in community organizations, foreign language proficiencies, non-American cultural experiences, artistic skills (painting, music, dance), public speaking skill, writing skill, acting and personal study in a disciplinary area.

Suitable Documentation May Include: Letter of verification, awards, certificates, military documentation, job descriptions, products, or in some cases, exams (local or national), interviews with faculty members, or preparation of written papers

Credit May Be Used To: Meet major requirements, as the equivalent to a course, or as an elective

Student Cost: $50 for 9 or fewer credits, $100 for 10 or more credits

Contact: Director of the Extended Degree Program
University of Wisconsin-Green Bay
Green Bay, Wisconsin 54302

University of Wisconsin-Madison
Madison, Wisconsin

Title of Program: Untitled

Has Granted Credit In: Business, home economics, English, health, math, natural science, social studies, humanities, education, engineering, and agriculture

Has Granted Credit For: Hospital nursing experience, accounting, knowledge of math and chemistry

Suitable Documentation May Include: Awards, certificates, military or other documentation, or successful completion of a challenge exam

Credit May Be Used To: Meet major requirements and as the equivalent to a course

Student Cost: None

Contact: Associate Director of Admissions
University of Wisconsin-Madison
Madison, Wisconsin 53706

University of Wisconsin-Milwaukee
Milwaukee, Wisconsin

Title of Program: Prior Professional Educational Experience/ Prior Life Experiences

Has Granted Credit In: Community education

Has Granted Credit For: Day care center development and organization, research project experience and other competencies designated by the department

Suitable Documentation May Include: Prior life examples of experience in aforementioned categories. These examples are prepared in class in response to questions developed by the faculty.

Credit May Be Used To: Meet major requirements and as an elective

Student Cost: None

Contact: Chairman, Department of Community Education
University of Wisconsin-Milwaukee
Milwaukee, WI 53201

University of Wisconsin-Platteville
Platteville, Wisconsin

Title of Program: Credit for Prior College-Level Learning
The Extended Degree Program

Has Granted Credit In: Business, accounting, economics, communication, and computer science

Has Granted Credit For: Corporate work, personnel administration, marketing management, industrial engineering, supervision, office practices, sales, general business, small business ownership and general management

Suitable Documentation May Include: Letter of verification, awards, certificates, military documentation, job descriptions, products, and a portfolio

Credit May Be Used To: Meet major requirements, as the equivalent to a course, or as an elective

Student Cost: $75 for portfolio preparation and analysis; $50 for 9 or fewer credits, $100 for 10 or more credits

Contact: Director of Extended Degree Program
University of Wisconsin-Platteville
Platteville, Wisconsin 53818

University of Wisconsin-River Falls
River Falls, Wisconsin

Title of Program: Credit for Prior Learning

Has Granted Credit In: Plant and earth science, animal and food science, agricultural engineering technology, and agricultural economics

Has Granted Credit For: Soil conservation work, agricultural loan officer work experience, and quality control technician work

Suitable Documentation May Include: Letter of verification, awards, certificates, military documentation, or job descriptions

Credit May Be Used To: Meet major requirements and as the equivalent to a course

Student Cost: $50 for 9 or fewer credits, $100 for 10 or more credits

Contact: Director of the Extended Degree Program
University of Wisconsin-River Falls
River Falls, Wisconsin 54022

University of Wisconsin-Stout
Menomonie, Wisconsin

Title of Program: Credit for Prior Learning

Has Granted Credit In: Home economics, distributive education, child care, hotel and restaurant management, vocational rehabilitation, industrial technology, vocational education, industrial education, dietetics, and home economics in business

Has Granted Credit For: Manufacturing experience

Suitable Documentation May Include: Letter of verification, awards, certificates, military documentation, job descriptions, products, or test for competencies

Credit May Be Used To: Meet major requirements, as the equivlent to a course, as an elective, or to waive a requirement

Student Cost: Flat charge for test-out procedure, $5 a credit besides the test, and the cost of having an outside expert come in for the evaluation process

Contact: Office of the Assistant Vice Chancellor
University of Wisconsin-Stout
Menomonie, Wisconsin 54751

University of Wisconsin-Superior
Superior, Wisconsin

Title of Program: Credit for Prior Learning

Has Granted Credit In: Business, English, health, aerospace, art, biology, chemistry, communication arts, counseling, economics, foreign language, geography, history, library science, math, medical technology, music, physical education, physics, political science, psychology, social work, sociology, and teacher education

Has Granted Credit For: Work in journalism (e.g., editor, reporter, news director), nursing experience, personnel work, accounting, secretarial work, administrative experience (e.g., business owner, airport manager, YMCA Director)

Suitable Documentation May Include: Letter of verification, awards, certificates, military documentation, job descriptions, products, letters of commendation, letters of corroboration, licenses, transcripts or course outlines

Credit May Be Used To: Meet major requirements, as an elective or to meet general requirements

Student Cost: $50 for 13 or fewer credits, $100 for 14 or more credits (quarter credits)

Contact: Allan D. Scholbrock, Assessment Coordinator
Extended Degree Program
University of Wisconsin-Superior
Superior, Wisconsin 54880

University of Wisconsin-Whitewater
Whitewater, Wisconsin

Title of Program: Individual Evaluations of Prior Learning

Has Granted Credit In: Business and English

Has Granted Credit For: Personnel management work and public administration work

Suitable Documentation May Include: Letter of verification, awards, certificates, military documentation, job descriptions, or products

Credit May Be Used To: Meet major requirements, as the equivalent to a course, or as an elective

Student Cost: $15 per course

Contact: Office of Continuing Education
University of Wisconsin-Whitewater
Whitewater, Wisconsin 53190

Marquette University
Milwaukee, Wisconsin

Title of Program: Advanced Standing

Has Granted Credit In: Business, English, chemistry, engineering, social sciences, natural sciences, humanities, speech, journalism, nursing, medical technology, dental hygiene, and physical therapy

Has Granted Credit For: Clinical nursing experience and chemical company work

Suitable Documentation May Include: Successful completion of Challenge or CLEP exams

Credit May Be Used To: Meet major requirements and as the equivalent to a course

Student Cost: $20 for assessment and exam, applicable to the course fee

Contact: (Appropriate Dean for Area of Preference)
Marquette University
Milwaukee, Wisconsin 53233

St. Norbert College
De Pere, Wisconsin

Title of Program: Untitled

Has Granted Credit In: Business, physical education, sociology

Has Granted Credit For: Executive-level bank experience, police work, ambulance driving, supervisory experience

Suitable Documentation May Include: Examinations by St. Norbert College faculty, CLEP or PEP

Credit May Be Used To: Meet major requirements, as the equivalent to a course or as an elective

Student Cost: None

Contact: Office of the Registrar
St. Norbert College
De Pere, Wisconsin 54115

University of Wisconsin-Parkside
Kenosha, Wisconsin

Title of Program: Challenge and CLEP Exams

Has Granted Credit In: Business, English, history, math, education, computer science, biology, chemistry, psychology, sociology, and political science

Has Granted Credit For: Knowledge of art history and literature

Suitable Documentation May Include: Successful completion of university developed challenge exams or CLEP exams only

Credit May Be Used To: Meet major requirements and as the equivalent to a course

Student Cost: Current nation-wide charge for CLEP exams (see CLEP brochures)

Contact: Office of Coordinator of Community Education Programs
University of Wisconsin-Parkside
Kenosha, WI 53141

Blackhawk Technical Institute
Janesville, Wisconsin

Title of Program: Advanced Standing

Has Granted Credit In: Business, home economics, health, agriculture, trade and industry, and general education

Has Granted Credit For: Time and motion study, industrial leadership and supervision, police work

Suitable Documentation May Include: Letter of verification, awards, certificates, military documentation, job documentation, or products

Credit May Be Used To: Meet major requirements, as the equivalent to a course, or as an elective

Student Cost: None

Contact: Chairman of the Advanced Status Committee
Blackhawk Technical Institute
Janesville, Wisconsin 53545

District One Technical Institute
Eau Claire, Wisconsin

Title of Program: Advanced Standing

Has Granted Credit In: Business, trades and industry, service occupations, and health occupations

Has Granted Credit For: Welding, office work, carpentry, and military experience

Suitable Documentation May Include: Letter of verification, awards, certificates, military documentation or job descriptions

Credit May Be Used To: Meet major requirements and as the equivalent to a course

Student Cost: $5 per course if a proficiency exam is involved; otherwise, no cost

Contact: Office of the Registrar
District One Technical Institute
Eau Claire, Wisconsin 54701

Fox Valley Technical Institute
Appleton, Wisconsin

Title of Program: Advanced Standing

Has Granted Credit In: Business, home economics, English, health, trade and industry, agriculture and general education

Has Granted Credit For: Marketing and interior decorating

Suitable Documentation May Include: Successful completion of a Challenge Exam only

Credit May Be Used To: Be the equivalent to a course

Student Cost: $3 per credit

Contact: Manager of Special Services
Fox Valley Technical Institute
Appleton, Wisconsin 54913

Gateway Technical Institute
Kenosha, Wisconsin

Title of Program: Advanced Standing

Has Granted Credit In: Business, general education, police science, fire science, trade and industry and aviation

Has Granted Credit For: Work experience that approximates the course content of technical classes

Suitable Documentation May Include: Letter of verification, work evaluation

Credit May Be Used To: Meet major requirements or as an elective

Student Cost: $2 assessment fee

Contact: Director of Instruction
Gateway Technical Institute
Kenosha, Wisconsin 53141

Lakeshore Technical Institute
Cleveland, Wisconsin

Title of Program: Advanced Standing

Has Granted Credit In: Business, home economics, health, general education, trade and industry, agriculture and public service division

Has Granted Credit For: Police work, general business experience and trade experience

Suitable Documentation May Include: Letter of verification, awards, certificates, military documentation, job descriptions, or products

Credit May Be Used To: Meet major requirements, as the equivalent to a course, or as an elective

Student Cost: $2 per credit

Contact: Administrator of Educational Programs
Lakeshore Technical Institute
Cleveland, Wisconsin 53081

Madison Area Technical College
Madison, Wisconsin

Title of Program: Credit for Experiential Learning

Has Granted Credit In: Business, health and trade & industry

Has Granted Credit For: Accounting, practical nursing, welding, marketing, legislative employment and insurance

Suitable Documentation May Include: Letter of verification, awards, certificates, military documentation, job descriptions, or products

Credit May Be Used To: Meet major requirements and as the equivalent to a course

Student Cost: Depends on what is included in making the evaluation

Contact: Office of the Registrar
Madison Area Technical College
Madison, Wisconsin 53703

Milwaukee Area Technical College
Milwaukee, Wisconsin

Title of Program: Advanced Standing (in Some Programs)

Has Granted Credit In: Some technical areas

Has Granted Credit For: Drafting and welding experience

Suitable Documentation May Include: Letter of verification, awards, certificates, military documentation, job descriptions, or products

Credit May Be Used To: Meet major requirements, as the equivalent to a course, or as an elective

Student Cost: None

Contact: Mr. E. K. Hansen, Administrative Dean
Instructional Services
Milwaukee Area Technical College
1015 N. Sixth Street
Milwaukee, Wisconsin 53203

Moraine Park Technical Institute
Fond du Lac, Wisconsin

Title of Program: Advanced Standing

Has Granted Credit In: Business, home economics, health, general education, trade and technical, safety, and agriculture

Has Granted Credit For: Work in medical records, food service work, clerical work, science teaching experience, metal trades work, police science, and others

Suitable Documentation May Include: Letter of verification or successful completion of exam

Credit May Be Used To: Meet major requirements and as the equivalent to a course

Student Cost: 1/2 the tuition per credit plus the cost of any material needed

Contact: Assistant District Director for Instructional Operations
Moraine Park Technical Institute
Fond du Lac, Wisconsin 54935

Nicolet College and Technical Institute
Rhinelander, Wisconsin

Title of Program: Untitled

Has Granted Credit In: Business, secretarial and technology units and courses

Has Granted Credit For: Retail sales experience and resort management experience

Suitable Documentation May Include: Letter of verification, awards, certificates, military documentation, job descriptions, or products

Credit May Be Used To: Meet major requirements, as the equivalent to a course, or as an elective

Student Cost: None

Contact: Office of the Dean of Instruction
Nicolet College and Technical Institute
Rhinelander, Wisconsin 54501

North Central Technical Institute
Wausau, Wisconsin

Title of Program: Advanced Standing

Has Granted Credit In: Business, agriculture, industrial, police science and general education

Has Granted Credit For: Law enforcement, military experience, homemaking experience, work in industry, business and government

Suitable Documentation May Include: Job description and letter of supervisor's evaluation, awards, certificates and other military documentation; or work samples

Credit May Be Used To: Meet major course requirements, as the equivalent to a course, or as an elective

Student Cost: $4 a credit - no cost for assessing military experience

Contact: Office of the Registrar
North Central Technical Institute
1000 Schofield Avenue
Wausau, Wisconsin 54401

Northeast Wisconsin Technical Institute
Green Bay, Wisconsin

Title of Program: Advanced Standing

Has Granted Credit In: Business, health, general education, trades and industry, and marketing

Has Granted Credit For: Accounting, data processing, clerical work and drafting

Suitable Documentation May Include: Letter of verification, awards, certificates, military documentation, job descriptions, or products

Credit May Be Used To: Meet major requirements, as the equivalent to a course, or as an elective

Student Cost: None

Contact: Counselor, Advanced Standing
Northeast Wisconsin Technical Institute
Green Bay, Wisconsin 54303

Southwest Wisconsin Technical Institute
Fennimore, Wisconsin

Title of Program: Advanced Standing

Has Granted Credit In: Business, home economics, health, trades and industry, and agriculture

Has Granted Credit For: Marketing, clerical work, business machines and agriculture

Suitable Documentation May Include: Letter of verification, awards, certificates, military documentation, job descriptions, or products

Credit May Be Used To: Meet major requirements, as the equivalent to a course, or as an elective

Student Cost: Tuition for the credit for the course is requested if credit is granted

Contact: Administrator of Instructional Services
Southwest Wisconsin Technical Institute
Fennimore, Wisconsin 53809

Waukesha County Technical Institute
Pewaukee, Wisconsin

Title of Program: Advanced Standing

Has Granted Credit In: Industrial occupations, business occupations, service occupations, and general education

Has Granted Credit For: Secretarial work, practical nursing, welding and property assessment

Suitable Documentation May Include: Letter of verification, awards, certificates, military documentation, or products

Credit May Be Used To: As the equivalent to a course

Student Cost: At least half the cost of the tuition of the course

Contact: Office of the Registrar
Waukesha County Technical Institute
Pewaukee, Wisconsin 53072

Western Wisconsin Technical Institute
La Crosse, Wisconsin

Title of Program: Advanced Standing

Has Granted Credit In: Home economics, automotive, air conditioning, electronics, secretarial science, agri-business, child care, food service management, police science, fire science, and apprenticeship training

Has Granted Credit For: Police work, practical nursing, electronics work in the military, and fire fighting

Suitable Documentation May Include: Letter of verification, awards, certificates, military documentation, job descriptions, products, or validation of the student's background by the instructor or advisor

Credit May Be Used To: Meet major requirements, as the equivalent to a course, or as an elective

Student Cost: None

Contact: Dr. Philip Thaldorf, Campus Administrator
Western Wisconsin Technical Institute
La Crosse, Wisconsin 54601

Wisconsin Indianhead Technical Institute
Superior, Wisconsin

Title of Program: Advanced Standing

Has Granted Credit In: Business, Trade and Industry

Has Granted Credit For: Electronics, welding, machine tool work, automotive mechanics, marketing experience and general office experience

Suitable Documentation May Include: Letter of verification, awards, certificates, military documentation, job descriptions, written and/or demonstration testing

Credit May Be Used To: Meet major requirements, as the equivalent to a course or as an elective

Student Cost: $5 flat fee for testing

Contact: Instructional Services Coordinator
Wisconsin Indianhead Technical Institute
Superior, Wisconsin 54880